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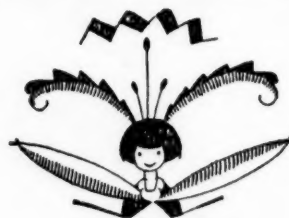
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SCHOOL ACTIVITIES

The Extra Curricular Magazine

PUBLISHED MONTHLY
DURING THE SCHOOL TERM BY

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C. R. VAN NICE, EDITOR

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As the Editor Sees It—

The editor of a church magazine of national scope and circulation unburdens himself with an article on high school education. He closes thus: "It is rather difficult for the disease (education) to develop when the individual is constantly inoculated with the vaccines of joy rides, dance parties, and such like, to say nothing of the time spent in athletics and school organization activities." Think of that! "To say nothing of the time spent in athletics and school organization activities." We might have indorsed the sentiment of the article if he had said *in spite* of the time spent in athletics and school organization activities."

Contests, with all their faults, have a publicity value; and publicity does have a real value. One school gives prominence to athletics, another plays up debate, another lets the newspapers boast of its scholarship as "proved" by its winnings. The fox that became resigned to getting along without grapes was wise to turn to pursuits at which he could succeed. And fortunately, schools have varied personalities and enthusiasms, just like individuals.

When the patient gets well, God did it; when he dies the doctor did it. When the team wins, our Tom, Dick, and Harry did it; when it loses, the coach did it.

Now is the critical time of the school year. It is the season for the election of teachers. Democracy here, tyranny there, and politics more or less everywhere give the best of teachers and their schools cause for anxiety. Some boards of education with views to economy will let their schools to the lowest bidder. Others with friends who have relatives wanting positions will forget the interests of the boys and girls, who can not help themselves, and will pension someone's dependents out of the salary budget. But after all, such happenings occur only often enough to create a wave of uneasiness this time of year. After our boards have spoken and acted, the schools of America will still be in good hands.

It is a poor boss who does the work himself. The successful student leader is somewhat like the laborer who said he did no work—just carried the brick up to the workmen on the building. Responsibility develops youth.

No school would hold a public try-out to determine who is to play quarterback on the football team or center on the basketball team. Yet there are schools that will invite in friends and relatives to see eleven-twelfths of a dozen candidates defeated for the school's representative in piano solo in the music contest. If the music, debate, and dramatic coaches can not have the confidence of the public and must depend upon "unbiased judges," it is still preferable to have a private try-out.

The attendance at a school function is directly in proportion to the number of families or tribes represented on the program.

If the valedictorian of a graduating class can not prepare a better address than numerous ones being offered him by speaker's syndicates, by what hook or crook did he become valedictorian?

NEXT MONTH

And in Subsequent Issues:

Feature Articles Dealing with Various Phases of Extra-Curricular Activities.

News of Developments in the Extra-Curricular Field.

Seasonal Games and Stunts.

Plays and Entertainment Features.

Money-Making Plans, and

Many Other Attractions.

INSTRUMENTAL MUSIC AS A MEANS FOR EXTRA-CURRICULAR EDUCATION.

By R. E. GOWANS.

John Dewey has reduced the so-called seven objectives of education to a single formula "to achieve a life of rich significance." Supt. W. F. Webster has put them this way, "there shall come forth from our schools a people enjoying abundant health, trained to keen intelligence, finding confidently their place in the world's work, dwelling in happy homes, exercising wisely the obligations of loyal citizens, using worthily their leisure time, and guided by high principles in all their daily contacts with their fellows." It will be my purpose here to suggest a few, and only a few, of the many ways in which music and particularly instrumental music functions in this general objective. I have been asked to discuss this from the standpoint of its functioning as an extra-curricular activity. This is rather a difficult assignment inasmuch as it has become more and more difficult to define and determine what constitutes extra-curricular activities. I recall hearing an address at the National Educational Association in Washington on the subject of curricularizing the extra-curricular activities. So possibly what I will say would better be styled simply, Instrumental Music in the School.

You will pardon me, I am sure, for seeming immodesty if I refer consistently to our own local conditions in Ottawa. My apology is simply that it is a concrete situation with which I am familiar and of which we are somewhat proud. May I add by way of introduction that in spite of the fact that for some time, until recently at least, it has been held that to believe in the transfer of training or the disciplinary value of certain courses, was an evidence of educational senility, some of us have never repudiated these ideas.

The introduction and development of music in the schools is a very interesting story for which we do not have time now, but an analysis of the present day situation reveals an astonishing development. A defense of instrumental music in the schools, either as a curricular or an extra-curricular activity, from the standpoint of disciplinary training or the transfer of training or from the standpoint of any of the cardinal objectives is easy. Time

will permit me, however, to stress only a few of these. The illustrations I am using will, I hope, make the relationships obvious.

Many schools offer opportunities in instrumental music both on a credit and a non-credit basis and therefore I suppose it may be classified both as a curricular and an extra-curricular activity. Music is no different from any subject in the program of studies in that its success in the first place depends on the character of the one in charge of it. Someone has rather tritely but very, very wisely said the secret of good teaching is to be a good teacher. Revised curricula and ever so carefully analyzed curricula content will not guarantee satisfactory results. Whatever achievement in instrumental music our schools may be credited with, is in large part due to the untiring efforts, the enthusiasm, and character of our instrumental music supervisor.

In a survey of the schools of Kansas made in 1927, Mr. C. A. Peacock found that there were 38 schools in Kansas with bands with a total enrollment of 1432. More than 100 high schools reported school orchestras. The smallest orchestras, those at Lebanon and Troy, reported a membership of 8 and the largest, at Ottawa, 91.

Eighty-eight boards of education furnished music for the orchestras and bands. The survey further revealed the fact that the type of music used by the orchestras was of a uniformly high grade. Sixteen mentioned Schubert's Unfinished Symphony; 39 schools stated that they played such music as Surprise Symphony, Schubert's Symphony in B Minor, Rozzini's Barber of Seville, etc. Not one mentioned jazz.

Since this survey was made, conditions have very definitely changed in the direction of increased enthusiasm and participation.

In Ottawa we offer an eleven months' instrumental program. At the present time, we have an orchestra in each grade building with a total enrollment of a few less than 100. Mr. Peacock goes to each building once each week and directs these orchestras. Occasionally they are brought together in a grand ensemble.

In addition to these grade school orchestras, we have a Junior High School orchestra which practices after school twice per week. They also play occasionally in Junior High School assemblies.

In the Senior High School, we have a regular period in the program set aside for orchestra practice. This is the last period in the day and is 65 minutes long. Credit toward graduation is allowed for this participation. One credit is allowed for two semesters participation, but this credit is not granted in excess of one unit. This orchestra also appears on the platform regularly in Senior High School assemblies and gives a special music program on Fridays.

Two evenings per week the boys' band holds practice sessions.

The total enrollment in the Junior and Senior High School orchestras and bands at the present time, not counting duplicates, is 175.

Immediately after the conclusion of the spring semester, we organize the summer school for instrumental music which continues during the months of June and July, and in August Mr. Peacock goes fishing in the "silence" of the Canadian lakes and forests. Last summer we had 237 enrolled in the instrumental music classes.

During the summer the bands and orchestras give occasional concerts. The board of education and the various clubs and other organizations have co-operated enthusiastically in the support of our instrumental program. The board of education and the city of Ottawa have appropriated \$3850.00 to buy instruments, as follows:

OWNED BY THE SCHOOL.

2 French horns	\$100.00
1 Bassoon	225.00
1 Conn bassoon.....	100.00
2 Bass drums and accessories....	60.00
2 Snare drums.....	60.00
Pedal tympani.....	190.00
7 Bass viols.....	175.00
7 Cellos	140.00
1 Loue oboe.....	175.00
1 Conn oboe	100.00
1 Buffet English horn.....	200.00
1 Set bells.....	60.00
Contra bassoon.....	308.00
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1 Double B flat bass.....	\$290.00
2 Conn Sousaphone basses.....	450.00
1 Upright Conn E flat bass.....	100.00
1 York helicon bass.....	50.00
2 Conn baritones.....	150.00
1 Jentius baritone	10.00

1 York baritone.....	35.00
3 Conn mellophones or altos.....	225.00
1 Upright alto	10.00
1 Kreuspe French horn.....	163.00
1 Heckel bassoon.....	225.00
Ludwig bass drum.....	40.00
1 Buffet bass clarinet.....	200.00
1 Drum major's baton.....	10.00

\$1958.00

The board of education also furnishes all the music necessary. We have more than \$1000.00 worth of band and orchestra music.

Now, how has this program functioned specifically? Dr. Charles Eliot said, "Music rightly taught is the best mind trainer in the list." Dr. P. P. Claxton said, "Sooner or later we shall not only recognize the cultural value of music, but we shall begin to understand that, after the beginnings of reading, writing, arithmetic, and geography, music has a greater practical value than any other subject taught in the public schools."

I might show possibly more or less conclusively that to play an instrument is wise from the standpoint of health. I might show it develops a fundamental skill involving particularly the three senses: sight, hearing and touch. I might show how it functions from the standpoint of vocation. I might even show its contribution to worthy home membership in spite of the fact that we have sometimes had our efforts at concentration foiled or our slumbers disturbed by an incipient Paderewski or Kreisler or Sousa. But I want particularly to show how instrumental music has functioned in Ottawa from the standpoint of worthy use of leisure time, citizenship, and ethical character.

Our program which I have outlined to you definitely takes care of an important part of the leisure time of a large number of our boys and girls. This program is enthusiastically participated in and under wise and constructive leadership it has functioned most admirably.

We have undertaken several different projects during the summer months in an effort to give guidance in the wise use of leisure time, but no effort has in our judgment even approximated the results secured by our summer instrumental school.

These efforts have been very definitely tied up with community affairs and interests as well as school affairs, and conse-

quently contributes concretely to the development of concepts of civic responsibilities and participation. Instrumental groups from our school perform in church and Sunday school orchestras. They furnish special music at Rotary, Kiwanis, and Chamber of Commerce luncheons. The bands play at football and basketball games. They participate in civic parades. They give evening and Sunday afternoon concerts. They assist materially in local dramatic enterprises. They furnish music at Parent-Teacher Association meetings. In addition to our school instrumental groups, we have a civic orchestra comprised very largely of students and graduates of our high school. This group has a personnel at present of 45 members and practices one evening per week. They will play *Pilate*, a symphonic poem written by N. DeRubertis, and will be directed on that occasion by Mr. DeRubertis. On this occasion Mr. Carl Bush, Mr. Charles Skilton, and Powell Weaver will be with us and each will play one of his own compositions. In short, our instrumental music organizations not only have made possible a wise use of the leisure time of their own personnel, but also that of many others, and are also assuming significant civic responsibilities and making a real contribution to the community life.

Someone has said that men are truly what they are in their leisure time. As certainly then as this leisure time is wisely employed, we may expect a higher type of ethical character. I am positive that instrumental music has done much in the direction of interesting our boys in things worth while.

At this point one of the senior boys came into my office. He is a member of the high school orchestra and has been in the band since he was in the sixth grade. So I asked him to tell me what his participation in instrumental music had done for him. He thought a moment and then said, "Well, I know it has done me a lot of good, but it is rather difficult to measure or define, but I do know that it has given me a knowledge and an appreciation of good music and that it has definitely increased my interest while in high school. It has kept me tied up with Sunday school by playing in the Sunday school orchestra. I have enjoyed some fine trips which were an education to me. I have made some money by playing on occasions, and I am sure it has kept me out of some cussedness in spite of the fact that the police chased us one night

for breaking light bulbs on the way home from band practice."

Someone has said, "These are trying days when sister plays her scales, and brother sobs on a saxophone; but the noise of it is not so distressing as the voice of the police matron announcing that son or daughter is at the police station."

A musical instrument is a fine type of insurance against moral bankruptcy. Our instrumental music program has made a significant contribution to the individuals participating and to the community as a whole. It has developed a lot of community interest and pride. Full appreciation comes only through participation. A large part of our community has learned the truth of this statement.

We feel that as an extra-curricular activity, instrumental music has made a very definite educational contribution to the youth and citizenry of our town.

People without anything else to do always eat. Whenever and wherever a crowd has to wait, it is waiting to eat popcorn, candy, or sandwiches. These in turn call for a drink, which should be for sale, too.

WILLIAM JENNINGS BRYAN'S VALEDICTORY ADDRESS.

Illinois College, Jacksonville, Ill.

"We launch our vessels upon the uncertain Sea of Life, alone, yet not alone, for around us are friends who anxiously and prayerfully watch our course. They will rejoice if we arrive safely at our respective havens; or weep with bitter tears, if one by one, our weather-beaten barks are lost forever in the surges of the deep.

"We have esteemed each other, loved each other, and must now from each other part. God grant that we may all so live as to meet in the better world, where parting is unknown.

"Halls of learning, fond Alma Mater, farewell. We turn to take one last, long, lingering look at thy receding walls. We leave thee now to be ushered out into the varied duties of active life.

"However high our names may be inscribed upon the gilded scroll of fame, to thee we all honor give, to thee all praises bring. And when, in after years, we're wearied by the battle of a busy world, our hearts will often long to turn and seek repose beneath thy sheltering shades."

THE LEISURE PROBLEM OF RURAL HIGH SCHOOL STUDENTS.

By ALFRED E. NORD,
Executive Y. M. C. A. Secretary,
Racine-Kenosha County, Wisconsin.

The average high school boy of the small cities of southeastern Wisconsin spends \$163.28 per year for his leisure time as compared to an average cost of \$77.80 for the girls.

These figures are from the results of a study made by the Town and Country Y. M. C. A. Secretaries of Green, Racine-Kenosha, Walworth and Waukesha Counties, in Wisconsin, during the summer and fall of 1930. This study was made in co-operation with the Rural Sociology Department of the University of Wisconsin in preparation for the National Country Life Conference held at Madison last October. Twenty high schools in cities of less than 5000 population were included in the study, altogether 2200 high school students participated.

TABLE OF LEISURE TIME STUDY OF 2200 HIGH SCHOOL STUDENTS.

		Per cent of Participation	Hours (hrs.) or times (X) per year	Average cost per year	Source of Money	
					% Earned by Themselves	% given to Them
Home Study	Boys	92	172 hrs.			
	Girls	96	316 hrs.			
Reading Outside School	Boys	90	216 hrs.			
	Girls	98	190 hrs.			
Attendance at Movies	Boys	100	39X	18.20	43	57
	Girls	100	42X	15.50	24	76
Parties	Boys	100	23X	7.10	48	52
	Girls	100	28X	6.50	28	72
Church Activities	Boys	90	47X	8.80	36	64
	Girls	94	65X	6.80	22	78
Sports	Boys	100	69X	11.30	28	72
	Girls	100	85X	6.10	16	84
Dance Halls, Pool Halls, Roadhouses	Boys	74	118X	21.70	24	76
	Girls	60	54X	7.90	10	90
Dates with Opposite Sex	Boys	69	53X	34.18	37	63
	Girls	74	56X	9.00	8	92
Use of Family Car	Boys	72	66X	62.00	40	60
	Girls	53	41X	26.00	18	82
Earn Money after School	Boys	42	216 hrs.	Av. yr. earnings, 58.00		
	Girls	20	102 hrs.	Av. yr. earnings, 22.50		
Excess Spare Time	Boys	30% none	60% some	10% much		
	Girls	52% none	36% some	12% much		
Use of Intoxicating Liquors	Boys	86% never	11% infrequent	3% often		
	Girls	91% never	8% infrequent	1% often		

Much interest has been shown in the results of the study, which was conducted by the survey method. Because of the importance of a better understanding of the leisure problem by those who are working with youth, this article should prove useful.

The accompanying table shows the figures for the various kinds of activities in which the students participated during their leisure hours. The figures are presented separately for boys and girls.

These data which appear to be very significant, are worthy of some comment. Each activity needs a word of explanation in order that the figures for it may be interpreted more accurately and understood more readily. The table is very similar to the schedule or questionnaire used in making the study. Each student was given a copy and in co-operation with the high school faculty, filled out each question as accurately as he knew how. When the data were tabulated, we were somewhat assured of their accuracy, as schools of the same size, surroundings, influence, etc., revealed similar results.

Concerning the separate items in the table, we find that the boys put in only about half as much time as the girls do in home study. This helps to explain why the girls have better grades than the boys do in high school. But, the boys read more outside of school requirements than the girls do.

The movies are attended by all boys and girls sometime during the year. The boys average 39 times per year at an average cost of \$18.20, as compared to the girls averaging 42 times per year at an average cost of \$15.50. Forty-three per cent of the boys and 24% of the girls earn their own show money. The average attendance at movies for all the students was brought down a great deal, due to the fact that 30% of the high schools included have no moving picture theater in towns where they are located. Thirty-four per cent of our high school students attend on the average of 2 times per week or over 100 times per year. It was interesting to note that the 70% of the students who find their school work tedious, are those attending the movies 100 times or more per year.

The parties include those of the church, school, home, clubs, etc. The boys attend these less often than the girls do, 23 times for the boys and 28 times for the girls.

In church activities we find a much

higher average participation than will be found in most similar areas, due to the strong predominance of churches having required attendance. We find that 90% of the boys and 94% of the girls attend church with varying regularity. The boys average 47 times per year and contribute \$8.80 as compared to 65 times for the girls and contributions of \$6.60. Ten per cent of the boys never attend and another 15% go very seldom.

All the boys and girls attend sports either as a participant or as an observer sometime during the year. In this case, as in many others, it will be noticed that the girls attend more frequently than the boys do, yet costing the girls only \$6.10 for the year as compared to \$11.30 for the boys.

Dance halls, pool halls and roadhouses were grouped together and we find that 74% of the boys average 118 times per year at these places at an average cost of \$21.70; 60% of the girls average 54 times per year at an average cost of \$7.90. Again the boys apparently pay the bills. Of the above places, the dance halls are the most popular among the girls.

In dating with the opposite sex we find 69% of our boys and 74% of our girls participating. Boys and girls go about the same number of times, but the cost for the boys is almost four times that of the girls, namely \$34.18 and \$9.00 respectively.

In the use of the family automobile, care was taken to get figures in which the car was used for pleasure, exclusive of school purposes. Seventy-two per cent of the boys average 66 times per year at a cost of \$62.00 for the year; 53% of the girls average 41 times per year at a cost of \$26.50. Forty per cent of the boys and 18% of the girls earn their own automobile money.

In earning money after school hours, for all uses, we find that 42% of our boys and 20% of our girls work at varied intervals. The boys average 219 hours and the girls average 102 hours of work a year, with earnings of \$58.00 and \$22.50 respectively. The hours of work in their own homes without pay is not included in the study.

The excess spare time and the use of intoxicating liquors among these boys and girls is self-explanatory in the table.

In addition to the questions indicated in the table, the boys and girls were asked to list the things which they liked to do

best. The boys listed in the order of their preference runs as follows: Sports, parties, hunt, movies, read, drive car, experimenting, belong to clubs, etc. The girls list also in order of preference: Dancing, movies, car riding, read, parties, dates, sports, cooking, club work, drama, etc.

This table should find some use as a basis for understanding the problem of leisure and suggest activities for social workers, school teachers, Y. M. C. A. secretaries, 4-H club leaders, ministers, etc., in the building of a program sufficient to meet the needs of our modern age and the growing hours of leisure. In the reorganization of the modern high school as outlined by Dr. Goodwin Watson of Teacher's College, Columbia University, "The Department of Leisure" is to be one of six main departments. Dr. Watson says further, "The department of leisure is the most important area of training. With some machines now producing more through attention of one hundred men than was produced a year before by one thousand men, the six hour day for five days a week is not a remote dream. The real challenging task for education is the enrichment of leisure. The modern high school will offer units in athletics, producing plays, making mechanical models, reading literature, playing music, dancing, telling stories, creating with rhythm, color and form in every medium. Travel for a few, mathematics and foreign language may enrich their leisure. Special encouragement will be given to recreational athletics which can continue throughout life, such as golf, tennis, swimming and hiking, rather than basketball."

The word, "leisure," might mean different things to different people, but for the sake of clarity, the word can be defined, "to be the time used by us, of our own free will, in activities of our own choosing." It is interesting to note that the word "leisure" and the word "license" have a common origin in the Latin verb, "licere," meaning, "to be sanctioned," or to have limited freedom of action. The misuse of this freedom results in "licentiousness." The relationships of these words is significant from an educational point of view.

County agents, rural Y. M. C. A. secretaries, rural ministers, 4-H club leaders and rural teachers are in a unique position to guide the leisure time of high

school students so that the highest social and religious values grow out of it. It might seem at first that we contradict our aims by insisting that leisure is a positive thing and stress the importance of organizing this leisure time. But just as the play of children loses nothing of its value when it is guided by capable leadership, so the leisure time of high school students will gain and be enriched by capable supervision. It is, however, important that recognition be made of the constant tendency of stereotyped recreational programs that in no sense re-create, or have creative qualities in it. It is possible to so completely organize the high school students' time, that they have no time to be really leisurely. This often defeats its own purpose, and prevents that essential mental relaxation when original thinking and creative imagination take place.

Our ancient civilizations created their cultures on productions that grew out of leisure. It is significant to note that there is a Greek word for "work" but no word for "business," except in a negative sense, meaning "absence of leisure." To the Greeks leisure was a positive term and from it we derive the words "school," "scholar," etc. If Dr. Watson's proposals are to be actual realizations, we will interpret leisure as to its original meaning and its relationship to the school.

It is not surprising, however, that we should regard leisure as wastefulness of time, indicative of idleness and as an antonym of work or industry, when we stop to realize that we have inherited this tradition from the Puritan movement, which drilled into their children the momentous value of work contrasted with the degrading sin of arts and recreation growing out of leisure.

The well established adage among recreational leaders, "An ounce of participation is worth a pound of observation," must not be taken too seriously when planning a program of "fun and frolic for farm folks." When a person is physically tired he is also mentally fatigued. The reason that our movies, cheap musical performances and burlesque shows have their great popularity over the drama, opera, concerts, etc., among our laboring class and rural folks is NOT so much due to cheaper prices nor to low-brow tastes, as it is to tired bodies, mental boredom and fagged nerves. These folks want their leisure time with amusements

that will sooth and gently entertain a passive mind, rather than those which demand more exacting attention from them.

Mental boredom among high school students grows out of monotony and lack of appreciation of their studies in relation to life. Interviews among those who frequent the roadhouses, dance halls and pool halls most often, show that they visit these places as a means to escape from, what they think, the irksome demands made upon them in school. This is their form of "dope."

This activity to escape monotony is also very evident among our adults. The automobile is at the service of such folks. Our homes, in which we are supposed to rest, have become convenient stopping places to get ready for some other place. Many homes can be compared to garages, where we stop to fill our tanks, wash our bodies and repair worn out parts. Reference to the table will show how our high school students have access to the family car.

There is no question but what we are going through a transitional period in which we are experiencing a reaction from a condition in which our passion for material goods and comforts has too long been stressed. Prof. John Dewey, in "Whither Mankind," thinks that we may look forward to a "recovery of a sane equilibrium after these long inhibited appetities have glutted themselves."

On the other hand we must recognize the fact that our high school generation is facing this problem without being entrenched in the traditions of the past and know nothing of the former inhibitions and hardships that molded the attitudes of our pioneer parents, and that they are rapidly acquiring standards of tastes and recreation which it will be impossible to eradicate.

Careful research and study into the many ramifications of leisure need to be made before Dr. Watson's plan of re-organizing the high school becomes an actual realization. When that time comes, students will select studies that will help them interpret education as a training for life in its entirety. No longer will education be looked upon as a training for ways of acquiring material things for a livelihood. The students will be given an opportunity to make the most out of their interests and hobbies.

1931 ENTERS THE PORTALS OF TIME.

MADELINE A. CHAFFEE.

If you're looking for ideas for class night—and one usually is, about this time of year—why not take advantage of the universal dramatic instinct and work the various features into a play? The dialogue may be very flexible indeed, and is most effective when individual members of the class are allowed to speak in characteristic manner. One school used the following arrangement:

Scene: The country club terrace. Small tables and chairs (the soda fountain variety are usable and easily borrowed) are grouped in the general form of a half circle. Tennis racquets, golf clubs, etc., are in evidence, iced drinks are on the tables, and the class, colorfully dressed in sports clothes, is enjoying its last get-together.

As the curtain rises, the entire group is lustily singing the school song. After the song:

CLASS PRESIDENT: Well, I guess that's the last time we'll be singing that for a while.

DAYTON: Say, folks—you know they've been pretty decent to us here.

GARDELL: You bet!

DAYTON: What do you say we do something that will sort of make us stick together after we're gone—and make 'em remember us, too?

BETTY: That's an idea—but what can we do?

SMITH (*easily*): Oh, I guess they won't forget us. We've livened up the old place quite a bit.

PRES.: Wait a minute. Who's this coming?

DOMINY (*following his gaze off right*): Say, I've seen him before.

KING: It's old Father Time—I'll be bumped!

PEG: And he's got a book under his arm.

HAZEL: What's on the cover?

PEG: I can't see, but he's coming this way. Perhaps he's going to put us in the pages of time!

SMITH: Wouldn't be surprised. The old bird has pretty good taste on the whole.

PRES.: Cut the talking. Here he is.

GRAINGER: Sure thing, Mr. President.

(*Father Time enters R. with his scythe and Book of Time and threads his way*

slowly through the group to L. There he indicates in pantomime his desire for a table. One or two of the boys bring one a bit forward down L. He leans the scythe against it, opens the book with the class numerals on the cover, and looks at the company impressively.)

FATHER TIME: My children—

DAYTON: Children! Say—

PRES.: Cut it! He always speaks that way. Look how old he is. We probably do look like children to him.

FATHER TIME (*after looking at them rebukingly*): My children—the time has come for you and your deeds to be written in the annals of Time. (*Very solemnly.*) Nothing written in these pages can ever be changed. It will stand through all eternity. (*Looks at book.*) On this first page I find the words, CLASS HISTORY. Your deeds have been such that they have come before the world of themselves and are already inscribed in these pages. Is it your pleasure that I read what you of yourselves have contributed to the history of Blankton High School?

BEV: Yes, do.

DAYTON: Go ahead. Shoot.

(*Father Time turns slowly to look at him, then proceeds to the reading of the Class History.*)

FATHER TIME (*ending*): And that, my children, is what Time has in its annals for you. (*Turns a page.*) This next page is headed CLASS POEM, but the sheet is blank. Is there a class poem forthcoming?

PRES.: Of course there is. Go ahead, Helena.

FATHER TIME (*peering at her*): Helena is the name? Come forward, please. I will inscribe as you speak.

HELENA (*coming down C.*): No poem could be worthy of this class, Father Time.

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FATHER TIME: We'll let that pass. I am waiting.

(The Class Poem is given, with appropriate applause on the part of the class.)

FATHER TIME *(turns another page)*: The next heading reads CLASS WILL. I understand that the class of 1931 has some interesting things to bequeath. Am I right? Or shall this page remain empty?

SMITH: It shall not! I'll tell you what to put down. Listen hard, old man. *(Class Will is read.)*

FATHER TIME *(looking off R.)*: Do I see someone who wishes to join this august company?

PRES. *(looking, then—a bit condescendingly)*: Oh, that's the Junior class president.

BETTY: You'll have him in your book next year.

FATHER TIME: He seems to have something on his mind. Is it your pleasure that he be allowed to speak?

PRES.: I guess he's nearly old enough. What do you say, folks?

GRAINGER: Oh, let him in. He probably wants to talk about the will. Come on in, Gilly. *(To President.)* You tell him.

PRES.: It's all right. The Seniors ask you in.

(The Junior Class President comes in and gives the Junior Response to the will.)

PRES.: We thank you *(or whatever he may plan to say)*. *(And the Junior President goes off.)*

FATHER TIME: It is well. And now that your present affairs are settled, you must look to your destiny. What will the years bring to you? We shall journey down them and look through the mists of time. Let the years pass! Let the curtain of time descend!

(A gauze screen comes down and only blue lights remain on.)

FATHER TIME *(before screen)*: The mists of time are before us. Dim shapes move about. I see them as they were years ago at the time of their Commencement. Is there no one who will come forth from space and tell the world the fates of your companions?

BABS *(in the distance)*: I come, Father, I come. *(Comes through curtain.)* Is there no one who will follow me through space?

DOT: I come! The class of '31 never fails to answer. *(Comes through screen.)* What is it?

FATHER TIME: The record of 1931 is not yet complete. We must know their destiny.

BABS: It is here.

(Class Prophecy. As each name is mentioned the person comes forward as far as possible behind the screen, then retreats.)

BABS *(to Dot)*: You came when I called. Let us call them all again—back to the years now gone. Father Time, have you room for a CLASS SONG in your book?

FATHER TIME: Let me see. Yes, the page is empty. Let the music call them.

(Babs and Dot start the song and gradually voices join from behind the screen. Slowly the gauze is lifted, lights come on, and the class of '31 is again united.)

FATHER TIME closes his book. The curtain falls.

NOTE—A gauze drop curtain may perhaps be borrowed from a local theatre. If not, the curtain may be made quite simply. This class purchased green-blue theatrical gauze through a local store, stitched the narrow widths lengthwise, tacked the top onto a light 2x4 of proper length, and suspended it in the border. It was manipulated by means of an invisible cord run through small rings attached to the curtain seams.

To have the most orderly seating of an audience or crowd at games and plays, reserve every seat in the house. People respect what they pay for, and despise the free thing. Even bleacher seats should be reserved, for best results.

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SPOONERISMS.

The passing, early in September, of William Archibald Spooner (86), former warden of New College, Oxford, England, author of the "Histories of Tacitus," recalls a strange irony of fate which gave him twisted fame. While he was a sedate and scholarly man, he was universally known for his slips of the tongue which twisted ordinary phrases into ludicrous word combinations. His affliction was a rare accomplishment which, later in life, he capitalized by deliberately twisting words to add to the growing legends about him. His most famous Spoonerism is, "Is it *kistomary* to *cuss* the bride?" The following rank high: *Tons of soil* for sons of toil; *Kinquering kongs* their titles take for Conquering Kings, etc.; Three cheers for our *dear old queen* for queer old dean; My wife will be here shortly, she is in the *town drain*, for down train; I got off to *boil my icicle* for oil my bicycle; *Fighting liars* for lighting fires; *Half-warmed fish* within your breast, for half-formed wish; *Hissing* all my *mystery* lectures, for missing history lectures; It's *roaring with pain* for pouring with rain.

A ludicrous tale regarding the venerable scholar is, that on accompanying his wife to the station, he kissed the porter and tipped his wife.

He is said to have found keen enjoyment in the exclamation of the Episcopalian lady who coming late to church said to the usher, "Somebody is occupewing my pie," and in the reply of the usher: "Never mind, lady, I'll *sew* you to a *sheet*."—*Pennsylvania School Journal*.

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Twenty Minutes Under An Umbrella. Sketch in 1 act. 1 male, 1 female. Plays 20 minutes. Modern costumes. Exterior scene. Price, 25 cents. (No royalty.)

Rosalie. Comedy in 1 act. 1 male, 2 females. Modern costumes. 1 interior. Plays about 15 minutes. This is a typical, bright, modern French "curtain raiser." Was presented by the University of Chicago Dramatic Club with great success. Price, 35 cents. (No royalty.)

Washington's First Defeat. Comedy in 1 act. 1 male, 2 females. Plays 20 minutes. 1 interior. Colonial costumes. A charming costume play that follows history closely. Price, 30 cents. (No royalty.)

Thank You, Doctor. A melodramatic farce in 1 act. 1 simple interior office set. Modern costumes. 3 males, 2 females. One of the outstanding 1-act plays of today. Price, 50 cents. (Royalty, \$10.00.)

Miss Molly. Comedy in 2 acts. Runs for one jolly hour, and calls for a cast of 3 men and 5 women. Modern costumes. Price, 30 cents. (No royalty.)

Salt Water Taffy. A comedy in 3 acts. By Adam Applebud (Carl Pierce). 4 males, 5 females. 2 extremely easy interiors. Full evening. Expect a clever play and then double your expectations and you'll have some notion of what a clever playwright can turn out for amateur groups. Price, 35 cents. (No royalty.)

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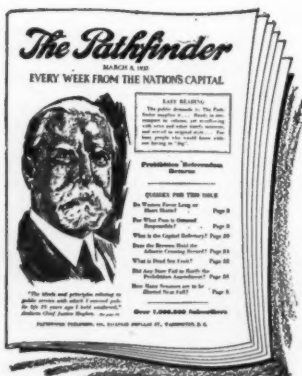
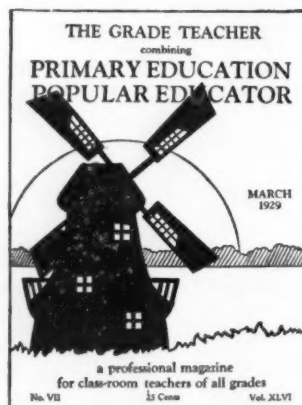
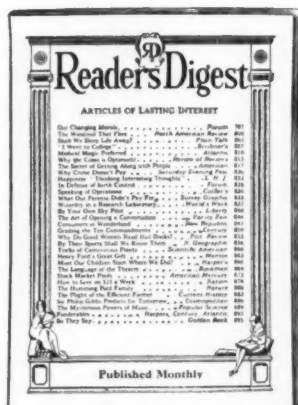
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Games for the Group

Girls' Night.

EVA HENDERSON DAVEY.

For this sort of a party, it is almost necessary to have equal numbers of boys and girls.

Place the chairs in pairs at a distance apart. Men seat themselves, with a vacant chair beside them. Then in march the girls, the first one going to the farthest chair, and so on.

When all are seated the timekeeper sounds a gong. Immediately each girl starts to entertain her companion by conversation, discussing just what the boys suggest as topics. It is well to assign each boy a topic ahead of time (crop rotation, chewing gum, explorers, the modern girl, marriage, bachelors, automobiles, spending money, and so on.)

Every three minutes the gong sounds, and each girl moves one place to the left, until all the girls have entertained each boy in turn. Surprising how tongue-tied some girls can be, who are lovely dancing partners!

The boys are not to help in any way, except to nod or smile. At the close of the game, the boys vote on which is the most entertaining girl, and which the least. First prize is a book on parties and games; consolation prize is a book of clippings on "embarrassing moments."

This is especially good in Leap Year.

Automobile Game.

Good for a party. Give package of tire patch for prize, for person getting most correctly answered in four minutes. Questions mimeographed, papers and pencils distributed, and correct names read aloud later.

1. Two letters of the alphabet. S X—Essex.
2. A shallow drive across a creek. Ford.
3. The name of an early explorer. Hudson.
4. What we do with our teeth. (G) Nash.
5. A part of a book. Paige.
6. What we do with the collector. Dodge.
7. Best movie actors. Star.
8. A small, swift animal. Whippet.

9. Embracing all countries. International.
10. A color and a ship. White Steamer.
11. Without an equal. Peerless.
12. A martyred president. Lincoln.
13. The founder of our most popular weekly magazine. (Benjamin) Franklin.
14. To thrust through, and a weapon. Pierce-Arrow.
15. A famous Indian chief. Pontiac.
16. The name of a Michigan town. Cadillac.

Poor Relation Party.

By ADELE TRACY.

Dress up like the hardest luck you know for this party. The crowd may divide into families to make it more interesting: the Jones from Poverty Knob, Widow Wiggs and her children, U. R. Broke and wife, Iva Cent and her friend N. O. Luck, and may others.

The guests should be announced as they arrive by the ice man, escorted into the drawing-room by the cook, and their wraps removed by the washwoman.

The furnishings in the drawing-room should be the shabbiest possible: soap boxes and tattered pillows to sit on, chicken feather bouquets, old shoes for vases. An orchestra, composed of pans, combs, cigar-box banjo, corn stalk flute, and a tub for piano, might furnish the music.

Rushin Ballay, done by a sheet dancer operated by threads.

Fortunes may be told by a crystal reader, the crystal ball being an inverted glass bowl with pictures pasted inside to represent events.

Then the host or hostess may take the party into his famous gallery to see the:

1. Smallest dog in the world—hot dog.
2. Dancing dolls—clothes pins dressed as dolls and operated by a string to do a dance step.
3. Modern paintings—pictures hung up-side down.
4. Carpet from Bagdad—carpet with DAD painted upon it.
5. Sampson's hair—an old hair switch.
6. Rare cent—a large onion.

Refreshments are brought in packed in a clothes basket. Here luck returns and all are generously fed upon sandwiches, pickles, coffee, and old-fashioned molasses candy.

Mind Reading Game.

VERA HAMILL HAFFER.

One of a group leaves the room and the rest decide on a number less than ten. The one comes back and places his fingers on the temples of each or, at least, several in the group. He is able to mind-read the number.

One in the group must know the secret. By slightly pressing the jaws together the given number of times, he causes his temples to move, thus revealing the number. Anyone who leaves the room will catch the number even if he has not known the trick before, but to the rest who watch, it is very mysterious.

Stage A Tournament.

LOIE E. BRANDOM.

Spring days are a fitting time to spend a few hours in the open lists, with the "Knights and Ladies of ye Olden Tymes."

A lawn, park or nearby meadowland may be used as the setting for an ideal open air frolic of this kind and the preparations may be simple or elaborate as fancy and circumstances dictate.

Pasteboard shields, on which are pasted various devices cut out from crepe paper, are fastened to the tops of wooden spears and the spears are thrust in the ground at intervals of several feet, outlining a large oval field on which the jousts are to be held.

Crepe paper ribbons of various colors stream out on the wind from the points of the spears holding the shields, and the young ladies draw streamers, of corresponding colors. Numbers are then drawn by the young men and their numbers correspond to numbers concealed on the backs of the shields. Each knight in this manner becomes possessor of a shield and spear and the Knight Companion of the young lady who has drawn the streamers which match in color those on his shield.

Bright colored rugs and cushions may be provided for the comfort of the ladies and the whole appearance of the scene should be made as gay and brilliant as possible by the use of bright scarfs, streamers, and pennants.

Two persons are in charge of the tournament field, a marshal and a trumpeter. The knights are divided into pairs, the heavier of each pair acting as horse and the other as rider. Long poles, the ends of which are protected by sacks filled with excelsior, hay, or straw, are provided for the riders. The marshal designates who shall be opponents and at the sound of the trumpet the riders, mounted on their chargers, rush into the fray, each trying to dismount his rival knight. The marshal keeps matching the successful pairs of knights until all have been defeated except one pair, which with great acclaim and blowing of trumpets, are crowned victors of the jousting.

No field-day tournament is complete without some kind of a tug-of-war. A very amusing contest of this kind is the "One foot tug." A fifteen-foot rope is needed. The left foot of each contestant is inserted in loops at opposite ends of the rope. Only two at a time may play. The contestant then turns his back toward his rival, and standing or hopping on one foot, tries to pull his opponent over the line. The center of the rope should be over the goal line at the start and whoever succeeds in pulling the other over the line is winner. If a contestant touch his hand or any part of his body, except his right foot, to the ground he forfeits the contest to his opponent.

Any outdoor games and feats of skill may be used for an affair of this kind and there are many contests in which the ladies may also take part.

As in the tournaments of olden times, the refreshments should be spread out of doors in the shade of a pavilion or tree and may consist of those things which are most easily served in this way, such as sandwiches, relishes that may be eaten from the fingers, frosted cakes, and fresh fruits.

An Evening With Shakespeare.

ALICE G. WHITMAN.

This is an interesting form of entertainment to be held on April 23rd—Shakespeare's birthday.

Each guest is invited to represent one of Shakespeare's characters.

When all have arrived, each guest has a number pinned on his or her back, and as one after another steps into the drawing-room the guests study the character assumed and write their guess as to his identity down on a slip of paper.

Shylock, Portia, Olivia, Hamlet, Romeo and Juliet, Othello, Lady MacBeth and others are easily guessed, but Imogen, Hero and Beatrice are not so easily recognized.

Through the evening a written contest on the names of Shakespeare's plays is enjoyed by all. Also another contest of familiar quotations from Shakespeare. Between these contests, Portia, Shylock, Antonio, Bassanio and the other characters might give the trial scene, Act. IV, in "The Merchant of Venice."

The contests are as follows:

A SHAKESPEARIAN ROMANCE.

1. Who were the lovers? Romeo and Juliet.
2. What was their courtship like? A Midsummer Night's Dream.
3. What was her answer to his proposal? As You Like It.
4. Of whom did Romeo buy the ring? The Merchant of Venice.
5. What time of the month were they married? Twelfth Night.
6. Who were the ushers? Two Gentlemen of Verona.
7. Who were the best man and the maid of honor? Anthony and Cleopatra.
8. Who gave the reception? Merry Wives of Windsor.
9. In what kind of a place did they live? Hamlet.
10. What caused their first quarrel? Much Ado About Nothing.
11. What was the bride's disposition like? The Tempest.
12. What did they give each other when quarrelling? Measure for Measure.
13. What did the groom consider his work? Taming of the Shrew.
14. What did their courtship prove to be? Love's Labor Lost.
15. What did their home life resemble at first? A Comedy of Errors.
16. What did their friends say of them later? All's Well That Ends Well.

The familiar quotations are:

1. To be or not to be, that is the question.—Hamlet.
2. Sleep that knits up the ravell'd sleeve of care.—Macbeth.
3. Journey's end in lovers' meeting.—Twelfth Night.
4. The quality of mercy is not strain'd.—The Merchant of Venice.
5. How far that little candle throws his beams;

So shines a good deed in a naughty world.—The Merchant of Venice.

6. A Daniel come to judgment! yea, a Daniel!—The Merchant of Venice.
7. There is a tide in the affairs of men which taken at the flood leads on to fortune.—Julius Caesar.
8. This above all: to thine own self be true.—Hamlet.
9. Angels and ministers of grace, defend us!—Hamlet.
10. Who steals my purse steals trash.—Othello.
11. All the world's a stage.—As You Like It.
12. The friends thou hast, and their adoption tried,
Grapple them to thy soul with hoops of steel.—Hamlet.
13. Frailty, thy name is woman.—Hamlet.
14. I dare do all that may become a man; Who dares do more is none.—Macbeth.
15. I had rather be a dog and bay the moon,
Than such a Roman.—Julius Caesar.
16. When shall we three meet again.—Macbeth.
17. Farewell! a long farewell to all my greatness.—King Henry VIII.
18. The weakest goes to the wall.—Romeo and Juliet.
19. Men are April when they woo,
December when they wed.—As You Like It.
20. Blow, blow, thou winter wind!
Thou art not so unkind
As man's ingratitude.—As You Like It.
21. I know a bank where the wild thyme blows,
Where oxlips and the nodding violet grows.—A Midsummer Night's Dream.
22. A horse! A horse! My kingdom for a horse!—King Richard III.
23. What's in a name?—Romeo and Juliet.
24. What's mine is yours, and what is yours is mine.—Measure for Measure.
25. This is the short and long of it.—Merry Wives of Windsor.

Suitable prizes may be given to the two who have the most answers correct in the contests.

A framed picture of Anne Hathaway's Cottage and a pretty edition of "Romeo and Juliet" would be suitable prizes for "A Shakespearian Romance."

Suitable prizes for the familiar quotations from Shakespeare would be a bronze

bust of Shakespeare and a copy of Dodd's "Beauties of Shakespeare."

Supper should be served at eleven o'clock. The menu cards should have appropriate quotations from Shakespeare.

CHICKEN SALAD

BROWN BREAD AND BUTTER (spread)

TEA BISCUITS CHEESE STRAWS

"Drop manna in the way of starved people."—(*The Merchant of Venice*.)

CHARLOTTE RUSSE

JELLIES

CAKES

ICE CREAM

"Sweets to the Sweet."—(*Hamlet*)

TEA

COFFEE

GINGER ALE

"The Water Nectar"—(*Two Gentlemen of Verona*)

RADIO VS. TEACHERS.

Will radio in education create a repetition of what happened in the theatrical profession through the "talkies," throwing hundreds of actors and actresses out of work? What will become of those teachers who do not qualify as broadcasting teachers? They will still have their work to do in the schoolroom. Children will always need the supplementary face-to-face contact with a teacher to give the personal element to instruction. Through the possibilities of radio, the adult population will be able to continue its education far beyond its school days. Schools of the air will provide both technical and cultural training for the grown-ups of the country.—*W. C. Bagley, Teachers College, Columbia University.*

AFTER-DINNER GLEANINGS.

"It's just what I've been looking for!" is the exclamation with which school people will greet *After Dinner Gleanings*, a new book by John J. Ethell. It contains a wealth of clever anecdotes and stories that are really funny. Among its several hundred short talks of a serious nature will be found those suitable for almost any occasion upon which men and women are called to speak. More than that, it has a unique plan of organization by which appropriate stories or quotations may be brought into a talk or toast. In fact, it provides a clever speech—ready-made, yet original—for any person, any time, any place. The price is \$1.25 postpaid. Send your order to SCHOOL ACTIVITIES, 1212 West 13th St., Topeka, Kan.

KING COACH SLIPPING.

It was during and after the World War that thrones began to shake as in an earthquake and kings to topple over. And it is still going on. America was considered safe, but the tremblors are now shaking things here, and one king, at least, shows signs of coming down from his lofty perch. That is the football coach. At the University of Pennsylvania he has already been degraded to the level of a faculty member with a regular faculty salary, and that action has met such favorable comment that colleges all over the country are thinking about rebelling the same way. It really looks as if these \$25,000 and \$50,000 football scholars who have been looking down on \$5,000 and \$10,000 college presidents, and despising \$3,000 professors of Latin or economics, will soon have to drive the same sort of small automobiles and have the same kind of installment collectors come around as the regular teachers. It will be an awful drop, but these are not good days for the king business.—*The Pathfinder.*

Youth at its best does not desire ease, but rather the exercise of natural powers. Work is stimulated by interest, but interest is no less generated by work. Too much attention has been paid to making education easy by smoothing the path, as compared with inducing strenuous effort.—*Texas Outlook.*

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OLD UNCLE, in bathrobe, skull cap, long rope beard.

TWO BABES, in kiddie clothes, bare legs, etc.

TWO ROBBERS, in rough clothes, slouch hats, and carrying hammers, meat cleavers, rolling pins, and any absurd weapons. They wear half masks or bandana handkerchiefs.

TWO ROBINS, in cambric costume like a brown robin's coat, with bright red front pinned on, long pasteboard beak, and turkey tail feathers.

A clear-voiced reader announces the title, and each scene. Then the actors carry out the silent drama. If feasible, use a curtain between the scenes.

SCENE 1. *The Home of the Wicked Old Uncle.* The two babes play on the floor. Uncle is cross and ugly, shaking, scowling, and spanking. Children cry silently.

SCENE 2. *The Entrance of the Cruel Robbers.* Robbers break in, threaten the uncle. He appears to bargain with them, offering to give his gold (in a big bag) if they take babes away. He leaves room, brings back a flour sack, dragging it. Babes are frightened. Uncle forces them out door. They grab toys, as robbers drag them out.

SCENE 3. *The Lonely and Terrifying Woods.* Dark stage. Woods made by setting branches of trees in tin cans, leaves on ground, stuffed animals in trees, live cats "scatted" in. Robbers drag in reluctant babes, who try to avoid animals. The robbers loosen the babes' clinging hands, and leave.

SCENE 4. *The Tragic Death of the Dear Little Babes.* Babes crawl about feebly, trying to pick a few berries. Finally they lie down and die, with utter weariness.

SCENE 5. *The Ministry of the Gentle Robins.* Robins hop in, cocking their

heads with inquisitive air. Discover babes. Look them over. Pick up leaves and scatter over them. Last thing, take out a white pocket handkerchief from under their red front, and wipe their eyes sadly.

The Razz Sheet.

By DOUGLAS W. HUTCHINSON.

To those school organizations looking for a pleasant and profitable means of making money, I say "Try a Razz Sheet."

The Razz Sheet, so-called because it is devoted to the "razzing" of everyone in the school from the superintendent to the newest freshman, provides entertainment for those publishing it, during the time they are gathering the material, and also furnishes its readers with more than their money's worth in "dirt" about themselves and their fellow students. As for its money-making possibilities, I believe that it is more profitable, if rightly handled, than almost any other activity which a group might present on so small an outlay of capital.

The same shop which prints your school paper will be glad to publish your "Razz." The charges, of course, depend upon the shop, but a good average is about \$15 for three hundred copies of a four page paper, 9x11½ inches, with three thirteen-em columns to the page. Extra copies, in most shops, will average from one dollar to three dollars a hundred. One of the beauties of the Razz Sheet idea is that no outlay of capital is required until after the profits roll in—the print shop, in 99 cases out of 100, will do the job, charge it to your organization, and collect for it after you have sold the issue.

Care must be taken in editing the paper. No one should be slightly spoken of who has an infirmity or affliction. Slams should be made in fun, in every case. It is well to have a teacher (probably the group advisor) censor everything written for the sheet.

Probably, if the students are given a free rein in editing the razzpaper, they will bear down too hard upon certain of their schoolmates and let others go by

unmentioned. This causes hard feelings in both directions. Those who have been stepped on too forcibly will feel that they got rather more than was coming to them, and the others will feel slighted after having looked all through the paper for something about themselves, only to find that they have been left out of it entirely. For, regardless of protestations to the contrary, every student is pleased to see something in the paper about himself.

The work of writing the "copy" for the razzpaper should be started two weeks ahead of publication. A full month is better. By taking plenty of time, the writers can delve deeply into the "scandal" and tell nearly all of the amusing incidents that have happened to fellow students within the past several months. Also, at least two days should be allowed for the setting up, proofreading and printing of the publication.

The time of publication is all-important. The paper should be sold at some all-school entertainment. Some schools have found that such publications sell well at dances, but I believe other functions have served the purpose better.

If the school is having a carnival, the "Razzpaper" can be sold either at a booth or by wandering paper boys. Plays, operettas, and entertainments of a similar nature are perfect settings for the presentation of the razzpaper, and it helps the plays, etc., in bringing more people out. There are many students who, knowing that the razzpaper is to be published at a play, will go to the play for the sole purpose of getting a paper, even though they might not have gone otherwise. On the other hand, those who come primarily to see the play will, in nearly every case, bring along an extra dime or quarter to purchase a paper.

In determining the selling price of the paper, several factors must be taken into consideration: the cost of publication, the number of copies to be sold (this may be safely estimated at very nearly the entire student body) and the amount of profit expected.

Most razzpapers are sold for ten cents, although some have been successfully marketed at twenty-five cents. In the case of one such publication, the editors got together ten pages of "gore," announced a price of fifty cents per copy, and sold every copy of a 1,500 paper issue. This is an extreme case, however, and small schools are not advised to attempt the

"hold-up" method. The above instance almost approaches blackmail.

If there are five hundred students in your school and you sell five hundred copies of the razzpaper, the sale will amount to fifty dollars, if sold at the nominal price of ten cents per copy. Assuming that the printer's bill amounts to about \$19, you have a clear profit of \$31. By selling your papers at fifteen cents per copy, your razzpapers will net you \$56.

If your faculty advisor is not trained in journalism to help you with the headlines and make-up of the paper, persuade the editor of your school paper to help, or the local printer will be glad to lend a helping hand.

For smaller schools, a mimeographed paper sells as well as a printed publication. It may seem desirable to use a single printed sheet, similar to an advertising "dodger".

It is possible to make the razzpaper an annual affair. If the first one is well presented and well advertised, the student body will be awaiting the second issue impatiently. And perhaps, through right of priority, the student group that publishes the first issue can prevail upon the school authorities to have exclusive rights on such publications. Naturally, this depends upon the school.

The work is both pleasant and profitable. Let's have a razzpaper!

Money-Making Plans.

FIFTY-FIFTY.

Instead of having all amateur plays put on by the student body, who may have many other activities demanding their time, offer some live organization the school auditorium and band, if they will furnish a two or three act play. Together the school and the organization can put on a worthwhile evening, and the time will not be taken from class work. The interest of the town will be doubled, and the gate receipts will be halved, so the school should just about come out as well as if they did the whole thing.

GIVE A DAY'S WORK.

To help the high school treasury, advertise "High School Work Day," have a committee solicit townspeople and merchants to co-operate, and have every student lined up for a day's work. The pay,

which should be agreed upon by the employer and the committee, in advance, is collected by the student, and next day checked into the school treasury. This can be developed into an interesting vocational experiment, besides building school loyalty, and helping the school funds.

IT PAYS TO ADVERTISE.

At least, it pays the school to have the *merchants* advertise!

Among most merchants, program advertising is one of the "Orphan Annie's" of the business. They privately call it a donation, and do not feel that it is valuable, except as a good will builder.

However, most merchants, when approached, will take space in a well-planned dummy program, which is to go into the hands of spectators for the performance. The fairest program is that which carries advertising on the same pages with the names of the performers; for no potential customer will consciously read through pages of advertising without the human interest to take him into them.

Do not send solicitors out promiscuously for ads. If you are having an evening play, the logical advertisers are the drug stores and lunch rooms where students and townspeople might logically drop in for an "after-theatre bite." If the program is for the football season, intersperse with your line-ups, team pictures, and so on, ads from a sports shop, hardware stores, men's shops, and the like. Thus your advertisers have at least a break, and *may* get some results.

Wherever you can throw business to an advertiser, do so, and let him know it! At best, advertising is an intangible blind spending of money, in the faith that somehow it will bring business to the advertiser—his one reason for being on Main Street! He's glad to help you pay costs on your programs, if he feels he is the gainer thereby.

Something Different for Commencement.

(Continued from March number.)

FATHERS.

It is hard for a teen-age high school student to realize how much a father sacrifices to send his children to school. Perhaps he went to school himself only to the fourth or fifth grade. Now he sends his children through high school at least. His Dad used to keep him out of school, maybe, to help with fall and spring work;

but the modern Dad makes every effort to get a boy to school every day.

Many times, too, after school hours, Dad could use us at home, cutting up seed potatoes, greasing the car, cleaning the chicken house, and for a hundred small jobs. We have basketball or glee club practice, and reach home later in the evening, after chores are done.

It is, "Dad, I have to have some gym shoes. They cost a dollar and a half." "Say, Dad, we're supposed to have a dollar for the high school annual, and they want it today." "All the other kids have class pins, Dad. I sure feel funny being the only one without one. They just cost \$3.50, but you're only a senior once!" "Our announcements came today, Dad. I've got to pay for mine—\$2.50 for the eighteen. Lots of the kids got two dozen!"

These are some of the reasons Dads get grey! But we do appreciate it, in our childish way; and maybe we can some day show these good Dads of ours what stuff we're made of!

BROTHERS AND SISTERS.

Three small boys were practicing fractions. Said the eldest, "If I cut this slice of cake into three parts, what would I have?" "Thirds," promptly answered the middle one. "If I cut those parts into three parts, what would I have?" "Ninths," was the quick reply. "And if I cut those parts into three parts, what would I have?" "Crumbs!" sang out the tiniest.

Sometimes in a big family it seems as if crumbs are about all that is left. There have to be shoes for all of us, dresses made over or new, clean overalls for the boys, and warm winter coats. We've all seen how the ones going to school have to have the best. The little brother has been asking for a red auto with yellow wheels and lights! But the week before his birthday, the senior sister comes in and announces that she has to have four dollars for the class ring; or the senior brother who drives in nine miles every day, simply must have a new tire on the Ford. Then there is no change left to buy the toy auto, and Sonny has to dream about his plaything, instead of driving it!

Every family has little arguments—squabbles—differences of opinion. A girl may resent her sister wearing her favorite string of beads, or her best gloves; but let an outsider say that this sister is doing well in the class play, and she

nearly bursts with pride. And many a boy stays in school, plays in sports, takes Hi-Y responsibilities, and makes good in general, because he has some sisters and brothers who believe in him and though they do not make a bit of fuss over him, are back of him 100% all the time.

OUR FRIENDS.

In this audience are certain citizens of our town who are neither parents nor faculty members nor school board. They are our personal friends. They want us to succeed in our vocations, just as we have succeeded in winning this coveted diploma.

These friends are the folks that make this a good community to live in. Our faculty likes to teach here, because the town appreciates them and makes them share in the wholesome community life. We students enjoy school life here, for there are many public-spirited folks who would rather see home town boys and girls make good than to see big factories built close by.

We have to make good now, because of the faith these friends have in us. We will try to help underclassmen succeed. We will boost the school at all times. We want to be worthy of the loyalty of these friends who are here tonight to see us receive our "sheep skins."

OUR RELATIVES.

"His sisters and his cousins, whom he reckons up by dozens, and his aunts!" Thus goes an old song.

"'Twould take hours to explain the part our relatives play in our commencement, and I have but minutes, and few of them. They share our successes and deplore our failures.

Take grandparents, for example. They are "strutty" when they come to watch us perform; and even though we are amateurs in a play, they think us "the best one on the stage."

Encouragement helps a lot in this world. Our relatives give their share of it by attending school affairs, basketball games, operettas, plays, and tonight, our commencement exercises. If our grade card is good, we like to take it home because someone cares. We are proud of our diplomas tonight, because our relatives, even to the remotest cousin by marriage, really are proud of us.

THE ALUMNI.

I do not contend that one group has had a greater part than any other, in making this graduation possible; but we do owe plenty to the alumni.

One, two, three—perhaps many years ago, these alumni appeared on this platform, and received their diplomas. They were graduating, but their work was not finished.

When one of us seniors has been tempted to quit basketball, throw up a part in a class play, or run off from school and get some blind-alley job, the alumni, who have known these temptations, and mastered them, have patted us on the back, and told us to "stick it out!" Theirs is a sympathetic understanding based on experience. Every person—even the strongest and most determined, has weak moments, and in tiding us over these crucial times, the alumni do a great service.

Another thing, too, is their deep loyalty to the school, and their enthusiasm for what the team is trying to do. We find our most loyal backing from alumni on the sidelines at games, and if they sometimes hint that the "good old days" of undefeated elevens is sadly past, we can forgive them for that. Like a struc-

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By HARLAN TARBELL



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ture of brick, our school alumni grows, row upon row, seniors upon seniors. This year's class could not take a safe and helpful place in the structure, except that seniors of other Junes past have built solidly and well.

THE TAXPAYER.

I have come before you this evening to remind you that the taxpayer is one of the main factors of our school. Behind the school is the taxpayer. Out of his pocket the bills of the school are paid.

The taxpayer pays and pays and pays. After leaving his check twice a year at the county treasurer's office, out of which come salaries for teachers and janitors, and fuel, building, light, and supplies costs for the school, our loyal taxpayer comes to games, class plays, and school concerts, and pays again!

The taxpayer is not one man or one woman; it is a composite group of men and women—your fathers and mothers, and mine; also school expenses are paid, indirectly, by men and women who have no children in school, and maybe never have had. But through them comes our opportunity to get a first class education, free!

So here we acknowledge our debt to the taxpayer. It is through him that the class of '31 will graduate tonight.

FACULTY.

We are here tonight for our last meeting in the ——— high school. At this time we are to receive our diplomas. For twelve years we have labored for this award.

Throughout our school life we have had the patient leadership of our teachers. They have been our guides over difficult paths. Firm but kindly they have been in time of examination, recitation, or study. When a question in music, a rule in physics, or a problem in geometry has arisen, we have gone to our teachers for help. They have never failed us.

The faculty has taught us rules of discipline. They have helped us to form good habits. The courteous businesslike order they taught us to maintain will prepare us for our life outside of school.

Their patience, sympathy, friendliness, good sportsmanship, and lovely ways have been outstanding. Not at any time will we be able to forget these traits. Perhaps we may have adopted some of them.

In the years to come the recollection of our teachers will inspire us. Their voices

will always speak to us, and though we are no longer in their classes, they will always be our teachers.

"HOW COME SCHOOLS."

We've been going to school so long—twelve years, most of us—that it has probably never occurred to us to question, in the slang of the day, "How come schools." We just think they have always been with us.

However, a backward look to colonial days shows us that the church is really responsible for our schools, and this is the way of it:

Our forefathers were not satisfied with the way the Bible was being taught in Europe. Thinking they could work out a better plan, they came to America for freedom of worship. But if every one were to interpret the Bible for himself, he must know how to read. Church schools for the sake of the church, soon led to public schools for the sake of the public.

Tonight as we look back over our school days, and forward to the new life outside, we must recognize the contribution of the church to our education. Founded by the church, our schools have been perpetually maintained, supported, and spiritualized by this group. So you see it is not a small debt we seniors owe the church tonight as we receive our diplomas.

SCHOOL BOARD.

Back of the school is a school board. They are citizens elected by the people of this community to control their school. They have given much of their time, which probably would have been enjoyed other ways. Their own work has been interrupted and their minds in a great uproar over questions of the school. They have to select our teachers, and supervise the spending of the school tax funds.

Perhaps the board's greatest problem is to answer to the community for the school. Besides the spending of money, they are indirectly responsible for all discipline of the pupils. If a child is kept after school, the board members may have to answer for it one way or another.

Just as our parents give us comfort and conveniences at home, so does the school board provide for us at school. It is through them that we have a good library. They see that we are comfortable while at school. The members of the board visit our school, seeing that the

building is in good sanitary condition, well heated, adequately lighted, and convenient.

By all these means the school board has made our graduation possible. In reality it is also their graduation, and we hope that they may get some of the satisfaction that is ours on this occasion.

EDUCATED PEOPLE.

Our town is only as strong as its leaders. We have in _____ (name of town) bankers, merchants, professional men, public officials and farm leaders. They hold in their hands the business of running this town. Were they to yield the reins to incompetent people, the town would be ruined. Buildings would deteriorate, investments run down, good will be destroyed, and confidence be lost.

We seniors look to these leaders as our "city Dads." They have an eye on the school at all times. They rejoice in our victories over rival teams in athletics, and when we lose, they are the broad-minded folks who make us feel that in doing our best playing, we won a victory, even if the score gave the rival school the larger end of the score.

We want to acknowledge tonight, that we seniors owe a debt of gratitude to these town leaders.

HE TOOK NO CHANCES, BUT—

He brushed his teeth twice a day—with a nationally advertised tooth paste.

He had a medical examination twice a year.

He wore his rubbers when it rained.

He slept with the windows open.

He stuck to a diet with plenty of fresh vegetables.

He relinquished his tonsils and traded in several worn-out glands.

He golfed—but never more than 18 holes at a time.

He got at least eight hours sleep every night.

He never smoked, drank, or lost his temper.

He did his daily dozen daily.

He was all set to live to be a hundred.

The funeral will be held next Wednesday. He is survived by 18 specialists, 4 health institutes, 6 gymnasiums, and numerous manufacturers of health foods and antiseptics.

He had forgotten about trains at grade crossings.—*Pennsylvania School Journal*.

LUCK AND INTELLIGENCE.

That old question as to which counts more in the success of a man, luck or intelligence, has baffled the psychologists. Dr. Lightner Witmer of the University of Pennsylvania said no answer had been found to the query, but that "many tests had shown that the consistently lucky person is intelligent." After all, it might be well to divide the honors, giving luck the main credit in the accumulation of a fortune and intelligence for keeping it. Many a successful man who gives out interviews about "hard work and perseverance did it" would never have had it if he had been born and raised in some poor country where opportunities were scarce. Some of the most intelligent men of the world have always been poor. But now with radios, movies and syndicated articles the Einsteins of the world are at last "getting the breaks," and it looks as if fame may hereafter regularly be followed by fortune.—*The Pathfinder*.

INVISIBLE DISCIPLINE.

No one has ever quite discovered what it is that makes one teacher a good disciplinarian and another a poor one. Yet nothing is more obvious to the boys and girls who move from one classroom to another than this difference in power of control.

Certain teachers in every school are selected by pupils to be the objects of pranks and annoyances. Other teachers wholly escape this persecution.

The newest teachers are nearly always tried out. Often they are persecuted merely because they are new.

The best disciplinarians somehow have a knack of not letting anything get started. They have a knack of keeping discipline in the background as if there were no such thing in the world.—*Journal of Education*.

The school of experience has but two grades, up and down.

Raise Money

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New Meal Ticket.

A Southern woman stopped a darky on the street the other day and said: "Mose, I'm sorry to hear your wife got a divorce and has left you."

Mose: "Yessum, she's done gone back to Alabama."

Southern Woman: "Who's going to do my washing now?"

Mose: "Don't yo' fret, missus. I'se cotin' again an' ah sho' cotes fast."—*Florida Times-Union.*

Chinese Patient (over telephone): Doc, what time you fixee teeth for me?

Doctor: Two-thirty all right?

Chinese Patient: Yes, tooth hurty all right, but what time you want me to come?

A certain gob who desired the reputation of being the Great Lover of the Seven Seas was trying out his stuff on a new feminine acquaintance.

"Now, now," she tittered, "I don't believe a word you say. I'll bet you've got a sweetheart in every port you ever touched."

"No, ma'am," the Lothario admitted modestly. "There was two of them ports I didn't draw no pay in."—*Field Flashes.*

Caller: "Won't you walk as far as the street car with me, Tommy?"

Tommy (aged seven): "I can't."

Caller: "Why not?"

Tommy: "'Cause we're gonna have dinner as soon as you go."—*The Kid.*

Gaping Cavity.

Null: "I started out on the theory that the world had an opening for me."

Void: "And you found it?"

Null: "Well, rather; I'm in the hole now."—*The Silent Partner.*

Teacher: "Now, Johnny, what did Cæsar exclaim when Brutus stabbed him?"

Johnny: "Ouch!"—*The Pathfinder.*

Guilty Satisfaction.

"You were going forty miles an hour," said the policeman reproachfully.

"I'm no deliberate lawbreaker," said Mr. Chuggins. "I'm ashamed of myself, but I'm kind of proud of the old fliv."—*Successful Farming.*

Entranced Buddha.

Farmer Haye: "That Jones boy who used to work for you wants me to give him a job. Is he steady?"

Farmer Seede: "Well, if he was any steadier he's be motionless."—*Union Pacific Magazine.*

Tit for Tat.

"Five gallons, please."

"Okay. How's your oil?"

"Just gas, please."

"How about a bottle of Shinyola—great for lacquer; your bus is all covered with traffic film?"

"Nope, just the gas."

"Your left rear tire's pretty well shot. Better let me put on a new one; we're selling Punctureproofs today for—"

"No, the gas will be all."

"How long since you had a grease job? Everything looks kinda dry—hear that body squeak?"

"Haven't time today—just the gas this time."

"How about one of our electric cigar lighters—clamp right on your dash and when you want a—"

"No. Please give me just the gas."

And as the indignant motorist drove away with his five gallons of gas, the filling station proprietor remarked to a bystander:

"That was my barber."

Although some men thirst after fame—some after love, and some after money—there's one thing that all thirst after—that's salted peanuts.

Needed Company.

The teacher had been having quite a little trouble with the class, as they were unable to answer any of the questions he had asked.

Exasperated, he commanded: "If you are dumb-bells, stand up."

After a short time, little Walter stood up, and noticing him, the teacher asked: "Walter, do you consider yourself a dumb-bell?"

Walter: "No, sir; I don't—but I didn't like to see you standing up all by yourself."

Fast, Not Fair.

Plump Girl: "Mother says I'm growing beautiful."

Young Man: "You mean beautifully, don't you?"

Orator: "If the average man were to look himself squarely in the face and ask himself what he really needed most, what would be the answer?"

Heckler: "A rubber neck."—*The Pathfinder*.

The Idea.

Willie: "Mamma, is papa going to heaven when he dies?"

Mother: "Why son, who put such an absurd idea into your head?"—*Oil Pull*.

Hurry Call.

Singer: "And for Bonnie Annie Laurie I'd Lay Me Down and Die."

Listener (rising): "Is Miss Laurie in the audience?"—*Boston Transcript*.

Digging vs. Begging.

"I'll give you two dollars a day, spot cash," said the farmer to the tramp who stopped to beg a meal, "if you'll help me dig potatoes. We'll begin right now," and he pointed at the big field, "because I'm afraid the frost will get them."

"No," yawned the tramp. "You better dig 'em. You planted 'em, and you know just where they are."

"Daddy, what is dew?" asked Bobby.
"The rent, the note at the bank, and the installment on my car," growled dad.

A Slight Difference.

"What caused you to beat that guy up?"

"He insulted my girl."

"Why, all he said was that she danced like a zephyr."

"My mistake! I thought he said heifer."
—*Oil Pull*.

She Wanted Progress.

"No, sah, Ah doan't neber ride on dem things," said the old colored lady, looking in on the merry-go-round. "Why, de other day I seen dat Rastus Johnson git on an' ride as much as a dollah's worth an' git off at the very same place he got on at, an' I sez to him, 'Rastus,' I sez, 'yo' spent yo' money—but whar you been?'"—*Successful Farming*.

Wiser Than She Thought.

Mother: "Willie, if I were to give you 5 cents and your father gave you 7 cents, how many cents would you have?"

Willie: "I'd have 15 cents."

Mother: "Why Willie—think again—5 and 7 don't make 15."

Willie: "I know that, Mother—but I already have 3 cents."

Eng.: "This must be an incubator chicken."

Ag.: "Why?"

Eng.: "A chick with a mother couldn't be this tough."

Charity.

"Oh, mamma," questioned the child, "who's that?" He pointed to a nun who was passing.

"A Sister of Charity," was the answer.

"Which one," the boy persisted, "Faith or Hope?"

Athletics in high school does a lot of good things. Among them is this: It tends to make big he-men out of what would have been he-he-men.

Sponge Needed.

Polite Soul: "Can I pick it up for you, ma'am?"

Petulant Shopper: "I doubt it, young man; them was eggs."

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"The Meaning of Freedom in Education." Stuart A. Courtis, University of Michigan, Ann Arbor, Mich.

"Teacher Training for Progressive Schools." Lucy Sprague Mitchell, Bureau of Educational Experiments, New York City.

"Mental Hygiene for the Teacher." Dr. Joseph K. Hart, Contributing Editor, "The Survey," New York City.

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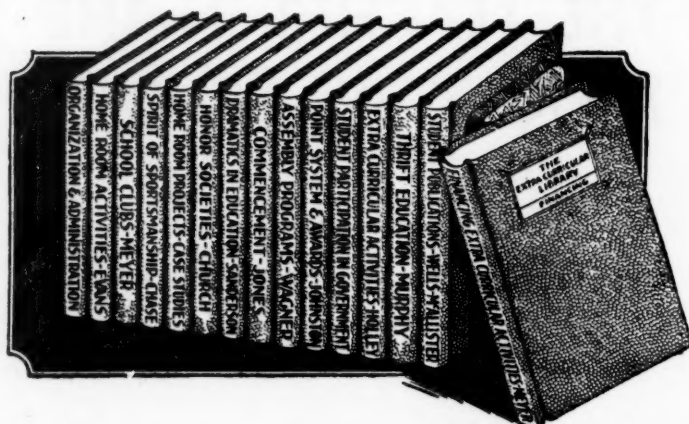
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